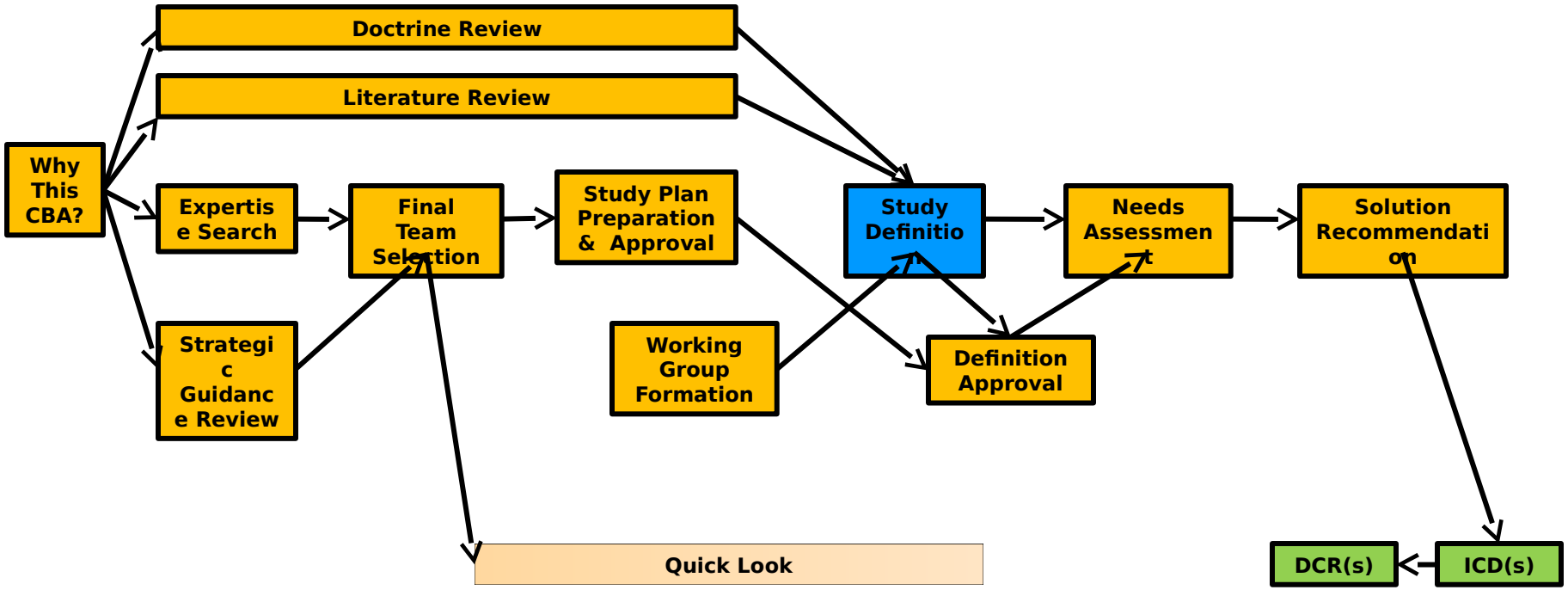
CLR 250, Lesson #4: CBA Study Phases – Learning Objectives

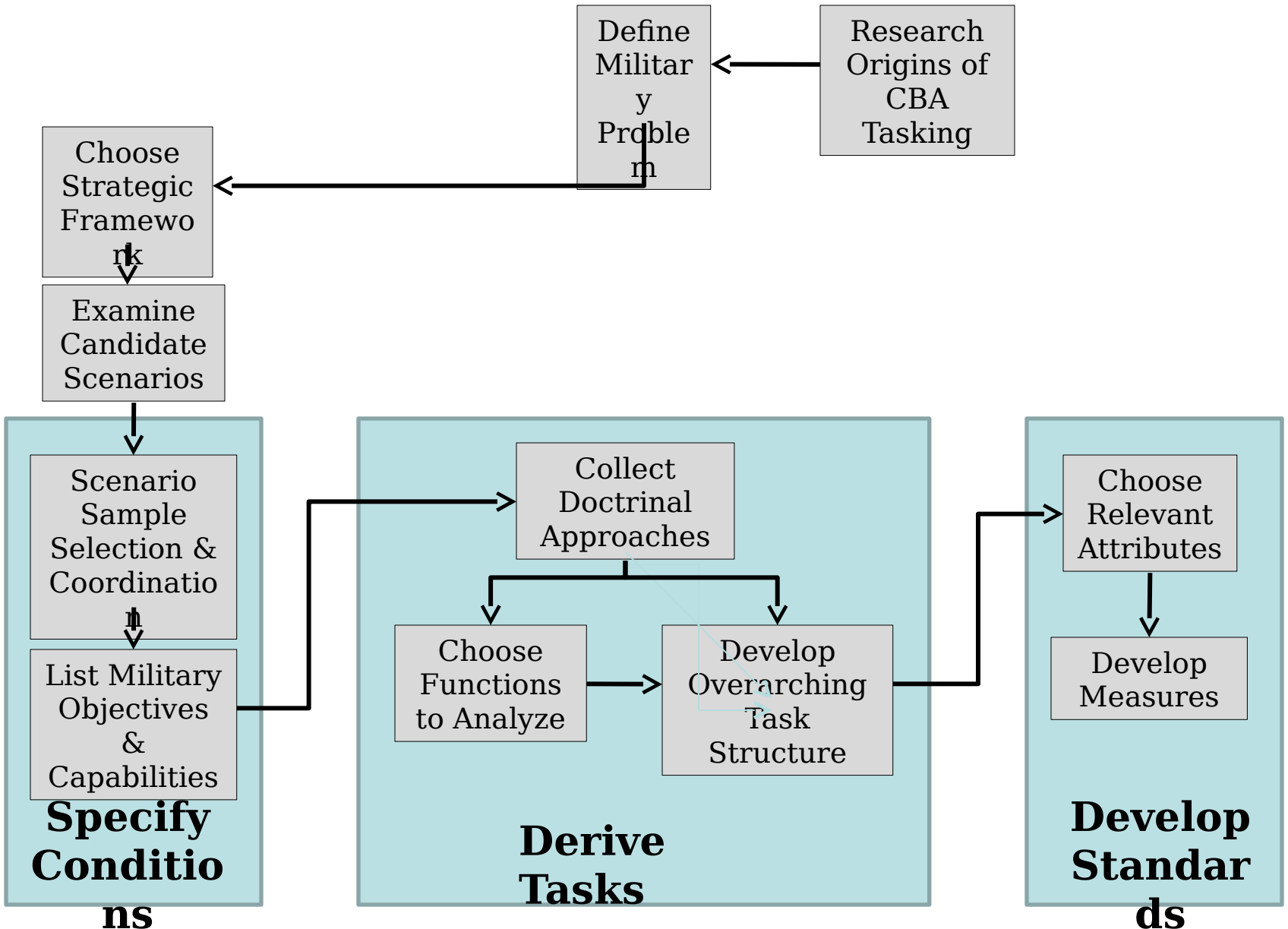
- Terminal Learning Objective (TLO):
  - By the conclusion of this lesson you will be able to define each CBA study phase and explain the elements of an Opportunity-Based CBA.
- Enabling Learning Objectives (ELOs):
  1. Describe the Study Definition Phase
  2. Describe the Definition Approval Phase
  3. Describe the Needs Assessment Phase
  4. Describe the Solutions Recommendation Phase
  5. Recognize the assessment methodology known as the Opportunity-Based CBA

Study Definition Phase

Concept Preparation (if it was commissioned) or Review of Available CONOPs



Study Definition Phase: Major Tasks & Flows

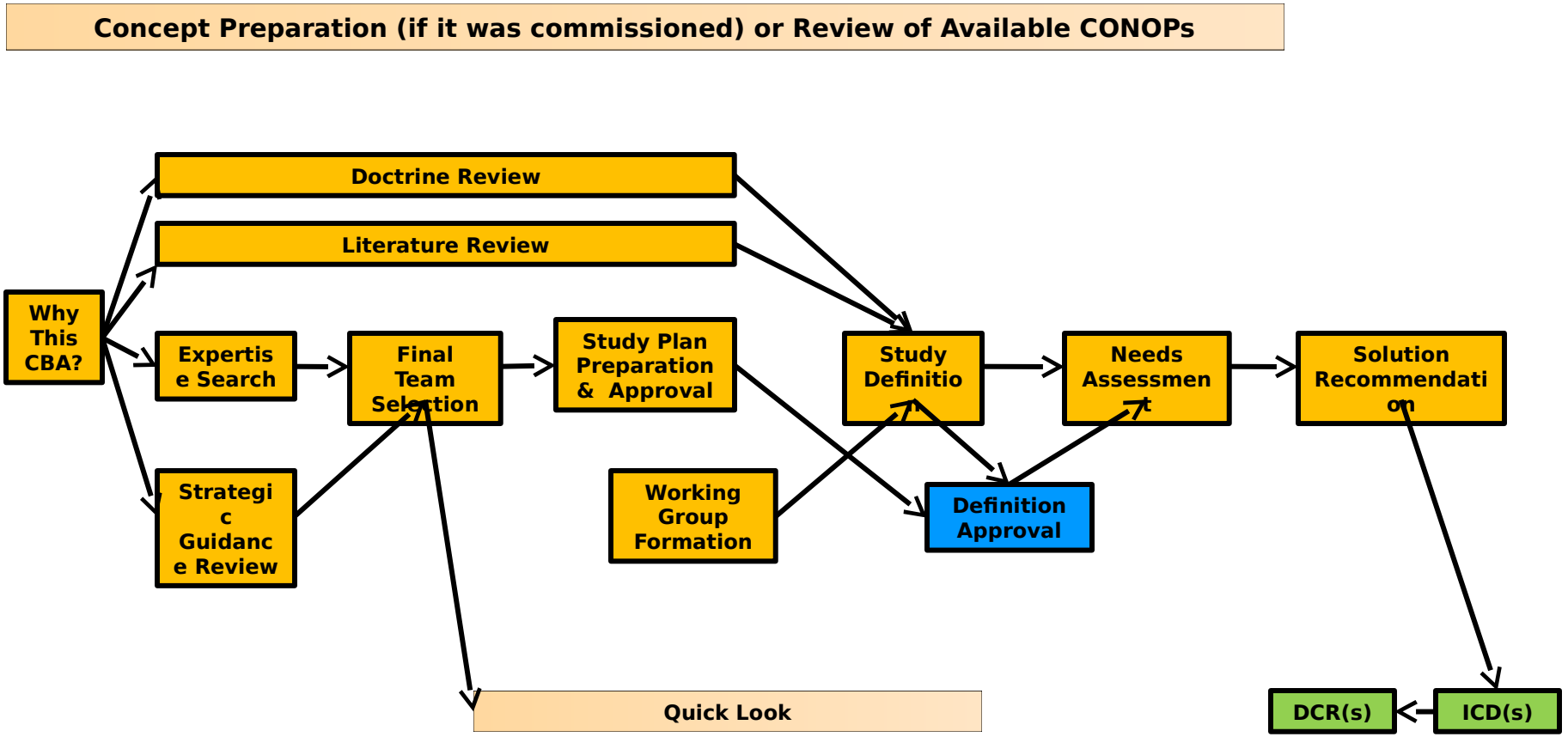


Knowledge Review

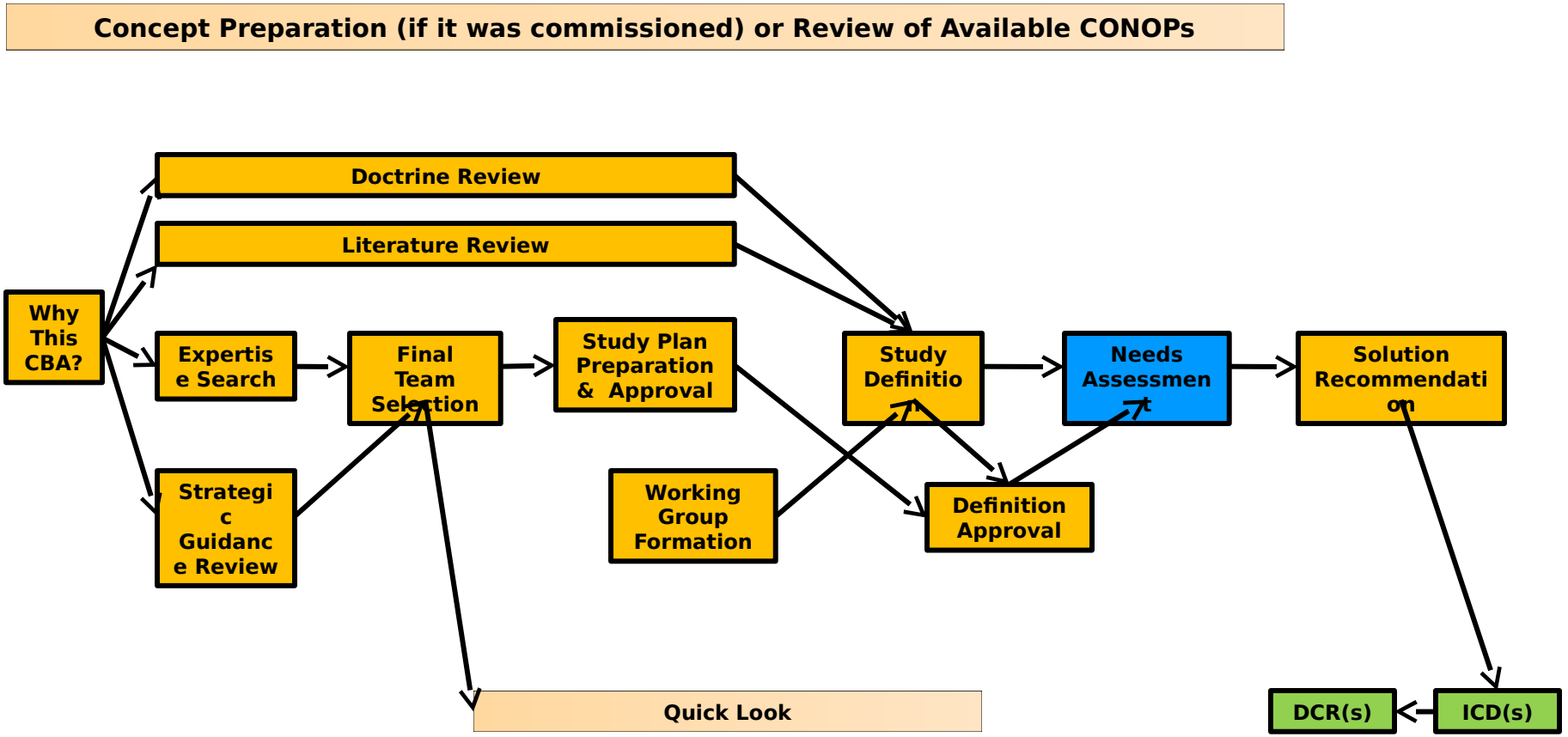
- Please select the correct answer.
  - The main tasks of the Definition Phase are:

A. Define Tasks
B. Develop Standards
C. Specify Conditions
D. All the above

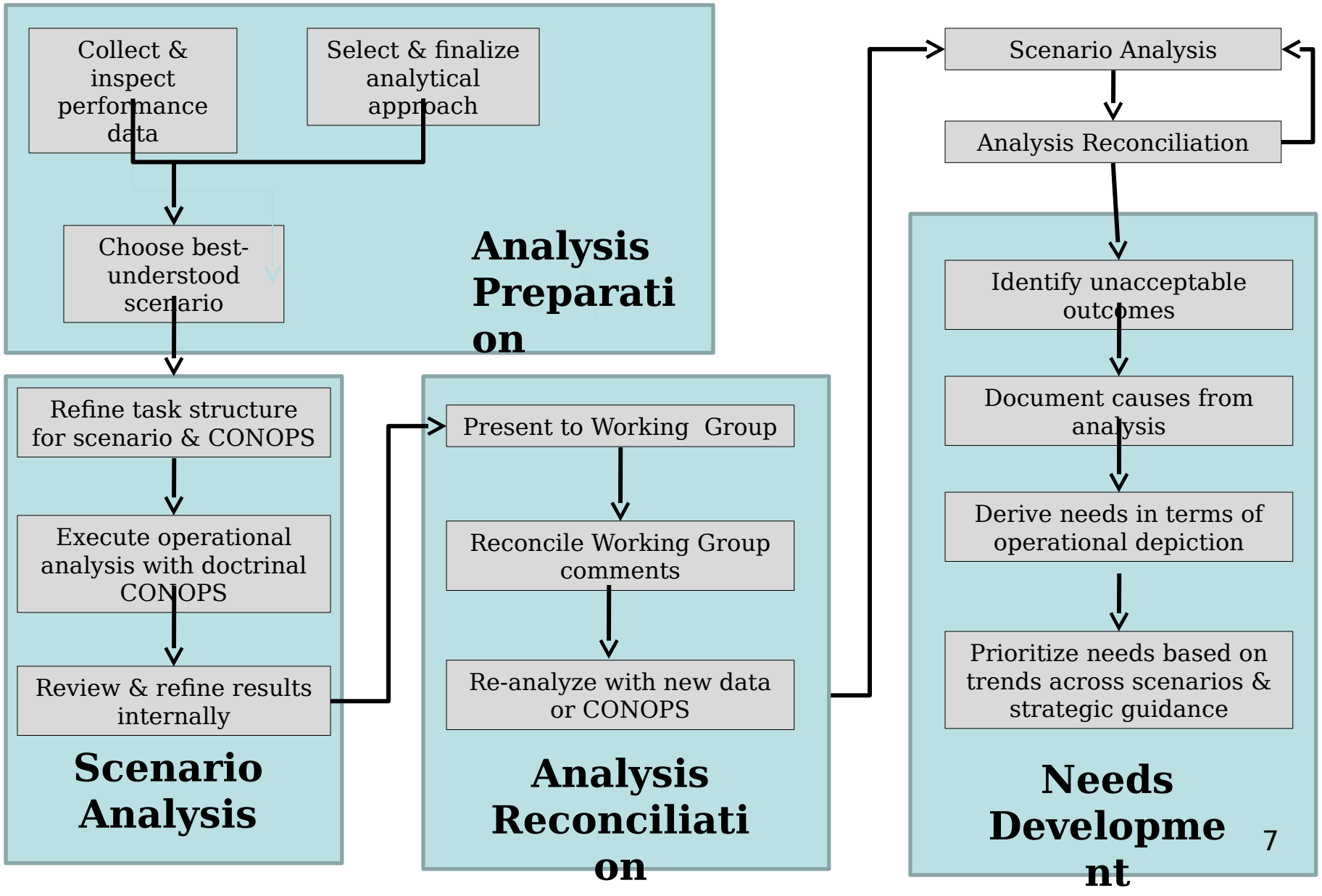
Definition Approval Phase



Needs Assessment Phase



Needs Assessment Phase: Major Tasks & Flows

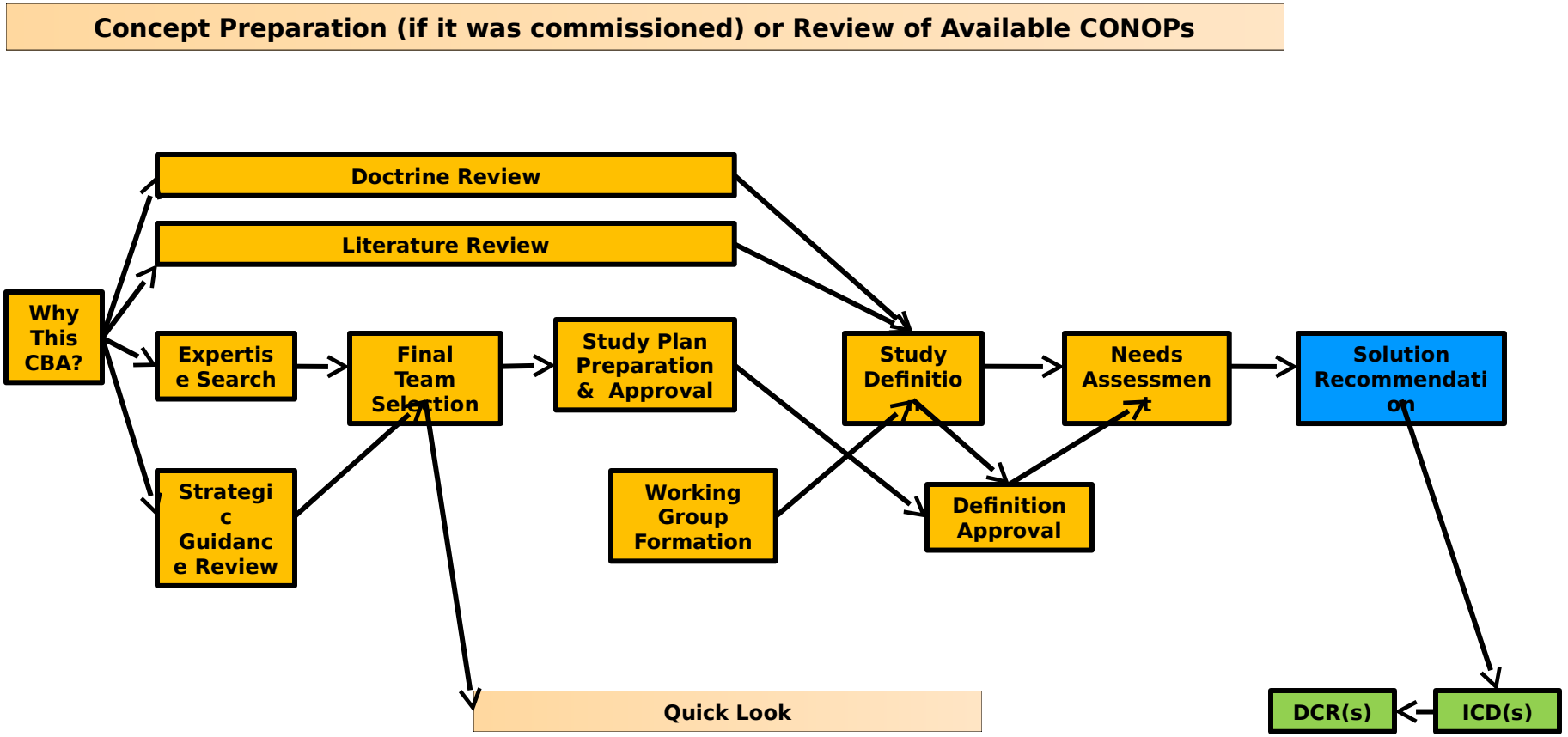

Collect & inspect performance data
Select & finalize analytical approach
Choose best-understood scenario
Analysis Preparation
Refine task structure for scenario & CONOPS
Execute operational analysis with doctrinal CONOPS
Review & refine results internally
Scenario Analysis
Present to Working Group
Reconcile Working Group comments
Re-analyze with new data or CONOPS
Analysis Reconciliation
Scenario Analysis
Analysis Reconciliation
Identify unacceptable outcomes
Document causes from analysis
Derive needs in terms of operational depiction
Prioritize needs based on trends across scenarios & strategic guidance
Needs Development

Knowledge Review

- Please select the correct answer.
  - The Needs Assessment Phase – when boiled down to its essence, really just describes:

A. “What are we talking about?”
B. “How good are we at doing it?”
C. “Existing guidance”
D. “What do we do about it?”

Solution Recommendation Phase



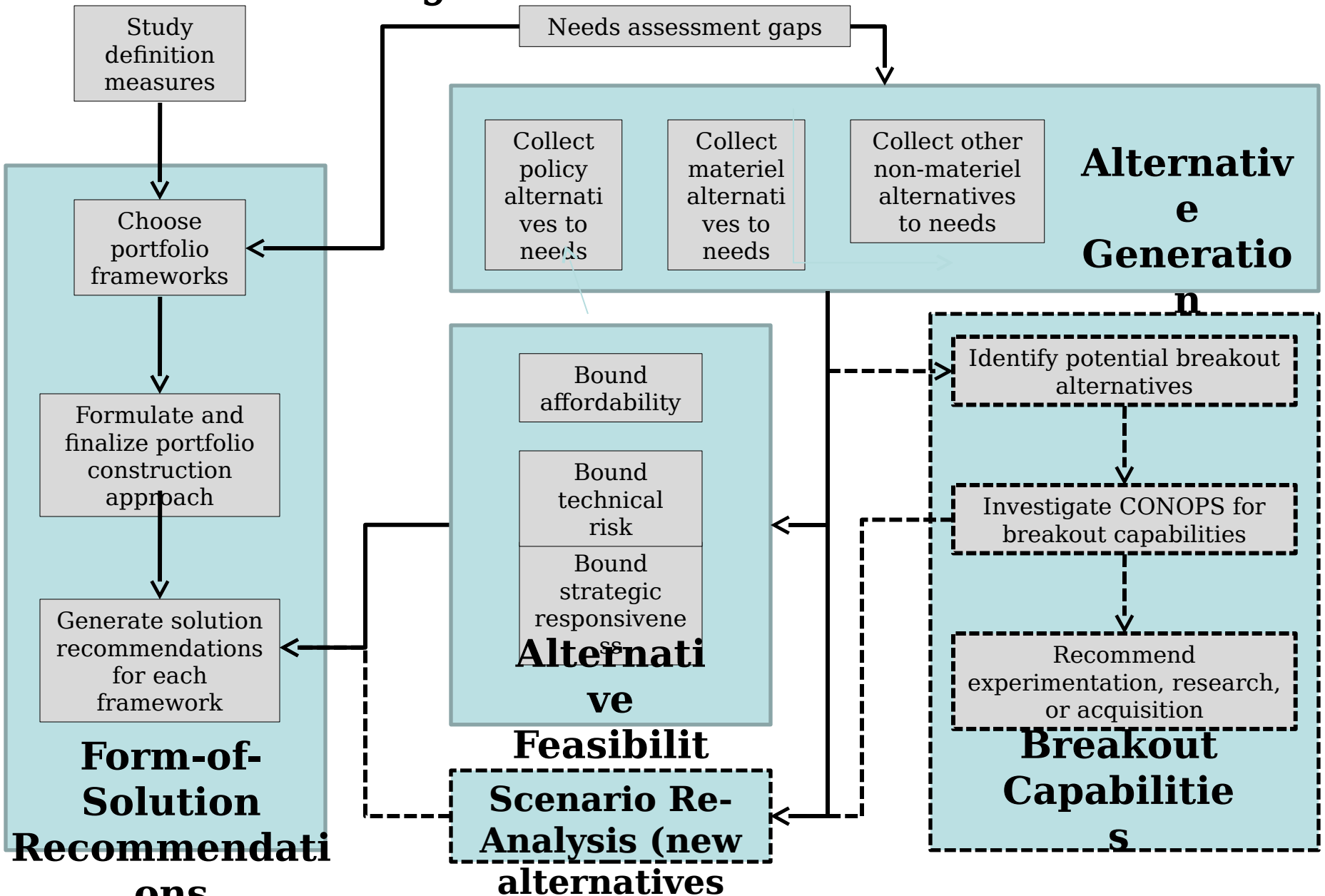
Non-Materiel Approaches That CBAs Recommend (through the ICD - DOTMLPF Change Recommendations - DCRs)

- **D**octrine
- **O**rganization
- **T**raining
- **M**ateriel
- **L**eadership & Education
- **P**ersonnel
- **F**acilities

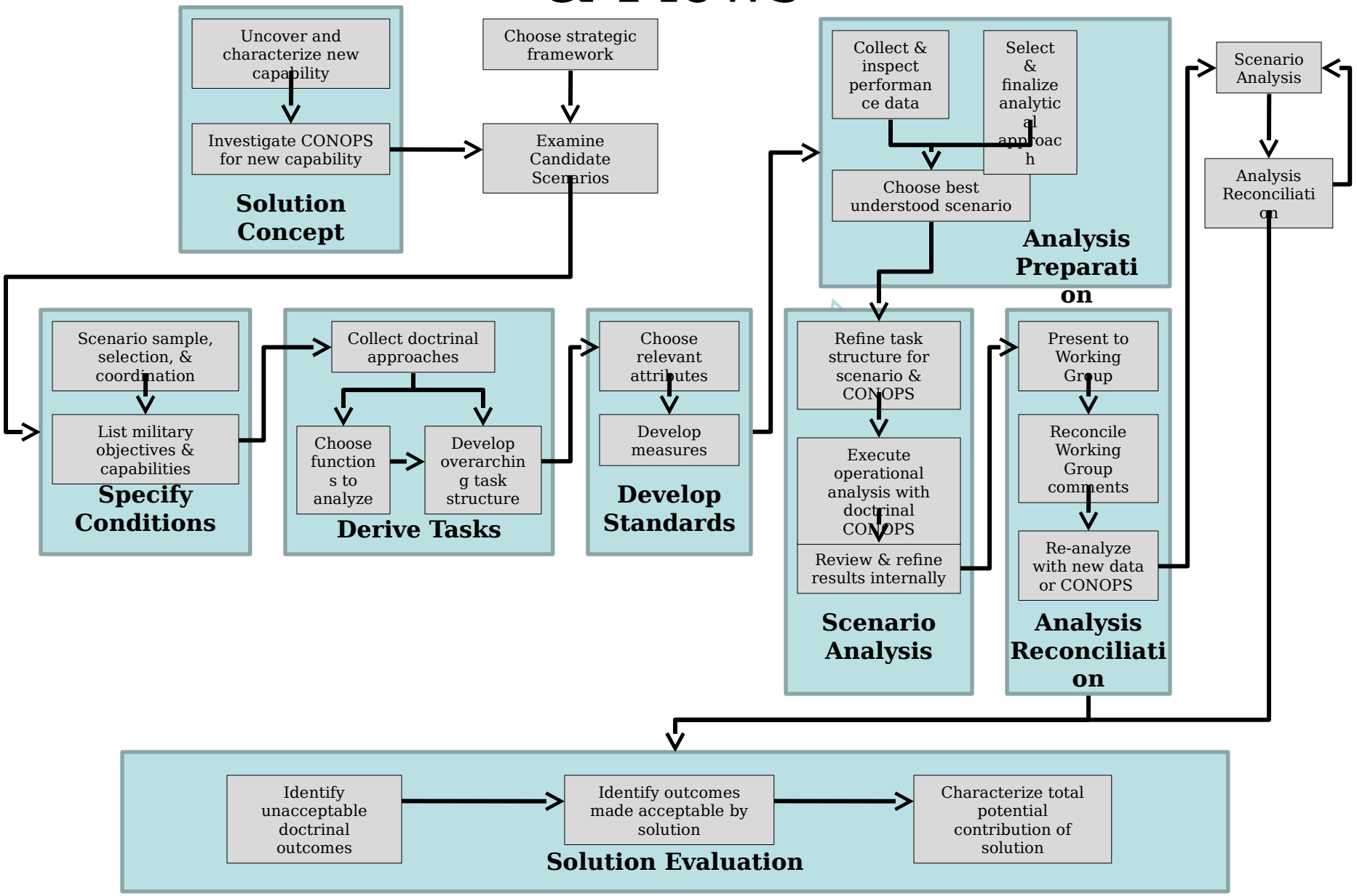
Materiel Approaches That CBAs Recommend (through Initial Capability Documents - ICDs)

- Development and fielding of Information Systems
  - (or similar technologies with high obsolescence rates) or evolution of the capabilities of existing information systems
- Evolution of Existing Systems
  - with significant capability improvement (this may include replacing an existing system with a newer more capable system, or simple recapitalization)
- Breakout Systems
  - that differ significantly in form, function, operation, and capabilities from existing systems.

Solution Recommendation Phase: Major Tasks & Flows



Opportunity-Based CBA: Major Tasks & Flows



Knowledge Review

- Please select the correct answer.
  - The Opportunity-Based CBA, as envisioned by J-8, essentially

A. Uses the same methodology as a typical CBA
B. Works backward with a different emphasis
C. Incorporates the “Quick Turn” methodology
D. None of the above

CBA Analysis Phases: Service-specific guidance to augment Joint Guidance

- Insert link here to US Army CBA Guide, Training and Doctrine Command (TRADOC), V 3.0, 1 Sep 2009
- Insert link here to US Navy N88 CBA & AoA Guidebook, V1, 16 May 2008 (understanding it's currently being rewritten…)
- Insert links to other guides as they become available…

Lessons Learned Shared by Those Who Have Already Done CBAs

1. Add link here to the Lessons Learned PDF file

Reflective Questions

- You've worked hard on setting up your CBA on addressing gaps on insurgent detection in a crowded urban environment. You've accomplished your Definition Phase and miraculously, had it approved on the first round of staffing. You've also developed your portfolio framework in preparation to recommend solutions that will be used in both a DCR and an ICD (you figured this from your Quick Look pilot study way back in the beginning…). Now what steps are you going to take to develop and assess all available alternatives? What areas are you going to zero in on? Who will you consult – industry, labs? How would you find out if there are any breakout solutions? How would you find out what technologies related to your CBA identified gaps are under current investigation by the S&T communities in both government and industry?

Lesson #4 Summary

- Insert link to PDF Lesson #4 Summary document here

Lesson #4 Test Questions – ELO #1

1. The Study Definition Phase begins:
   a. **Prior to Definition Approval**
   b. In parallel with Needs Assessment
   c. Prior to the Study Plan Approval
   d. All of the above
2. Collecting Relevant (task) Attributes occurs _____ Developing Measures and _____ Choosing Functions to Analyze.
   a. After, before
   b. Before, after
   c. Before, before
   d. After, after

Lesson #4 Test Questions – ELO #1

3. Which task “really” begins the Study Definition Phase?
   a. Collect Doctrinal Approaches
   b. Examine Candidate Scenarios
   c. Define the Military Problem
   d. Choose Functions to Analyze
4. When listing Military Objectives and Capabilities, emphasize _____ whenever possible.
   a. Supporting data
   b. Qualitative data
   c. Confirming data
   d. Quantitative data

Lesson #4 Test Questions – ELO #2

1. The Definition Approval Phase begins:
   a. Immediately prior to the Study Definition Phase
   b. As the Study Definition Progresses
   c. Prior to the Working Group Team is finalized
   d. Immediately after the Study Definition Phase ends
2. The Definition Approval Phase attempts to:
   a. Obtain approval of the Needs Assessment Phase
   b. Obtain approval of the methodology of the actual analyses
   c. Minimize the risk of changes during the approval process
   d. Provide the Core Team with updated doctrinal changes

Lesson #4 Test Questions – ELO #2

3. Though lengthy staffing is involved in the Definition Approval Phase, it can actually be considered an event rather than a true analytical process.
   a. True
   b. False
4. As the staffing of the Definition Approval Phase occurs, J-8 recommends that no actual analyses take place.
   a. True
   b. False

Lesson #4 Test Questions – ELO #3

1. The “Big Picture” grouping of the Needs Assessment Phase consists (in chronological order) of:
   a. **Scenario analysis, analysis reconciliation, needs development**
   b. Needs development, analysis prep, scenario analysis
   c. Needs development, analysis reconciliation, scenario analysis
   d. Scenario analysis, needs development, analysis reconciliation
2. When performing Analysis Preparation, the output is:
   a. Performance data
   b. The best understood scenario
   c. The finalized analytical approach

Lesson #4 Test Questions – ELO #3

3. During Needs Development, the _____ is/are the input and the _____ is/are the result.
   a. Unacceptable Outcomes, Reconciled Scenarios
   b. Reconciled Analyses, Prioritized Needs
   c. Analytical Causes, Reconciled Scenarios
   d. Operation Depiction, CONOPS
4. The Needs Assessment phase results provide a defined military problem, a set of selected scenarios, linkage to strategic goals, and measures of effectiveness.
   a. True
   b. False

Lesson #4 Test Questions – ELO #4

3. Functional Solutions Analysis is a required, formal process called out in the JCIDS Manual.
   a. True
   b. False
4. In the “Boiled Down” depiction of the CBA, the Solution Recommendations phase addresses:
   a. “What CONOPS need updating?”
   b. “What do we do about it?”
   c. “What doctrine needs updating?”
   d. “Why am I taking this CLR 250 course anyway?”

Lesson #4 Test Questions – ELO #4

3. What are the three Materiel Approaches JCIDS requires?
   a. Info, Evolution, Transformational
   b. Info, Evolution, Breakout
   c. Breakout, COTS, Recapitalization
   d. Evolution, Recapitalization, Info
4. When generating non-materiel recommendations, which areas are addressed?
   a. Policy Alternatives
   b. Facilities Alternatives
   c. Personnel Alternatives
   d. All the above

Lesson #4 Test Questions – ELO #5

1. There has been significant experience within JCIDS with Opportunity-Based CBAs.
   a. True
   b. False
2. Opportunity-Based CBAs address:
   a. Evolutionary progress on existing systems
   b. Adversarial doctrinal gaps
   c. Adversarial capability gaps
   d. Technological breakthroughs

Lesson #4 Test Questions – ELO #5

3. Most steps in an Opportunity-Based CBA are like the typical CBA, except many of them are reversed.
   a. True
   b. False
4. Input from an Opportunity-Based CBA to an ICD would be a(n) _____ rather than a(n) _____.
   a. Scenario Evaluation Phase, Scenario Recommendation Phase
   b. Solution Recommendation Phase, Solution Evaluation Phase
   c. Scenario Recommendation Phase, Scenario Evaluation Phase
   d. Solution Evaluation Phase, Solution Recommendation Phase